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ABSTRACT

In 1982 the Netherlands National Institute for Curriculum Development (SLO), with the support of Parliament, devised the framework for the Development Education Project (EPOS). This project concerns a national development education network, which is to be supported for a new period, 1986 to 1991. EPOS is comprised of national organizations, research centers, and teacher colleges whose purposes are to assist in the establishment of a permanent position in the curriculum for development education in the first and second stages of secondary education (12-16 year olds) and to improve the quality of education in primary schools. The specific goals of development education are to teach about the lives of people in developing nations in relation to persons living in more affluent regions of the world. Comparisons concerning poverty levels, development possibilities, cooperation, and current theories are stressed. The EPOS Project's network activities include the implementation, evaluation, modification, and development of supplementary materials and tests. The activities are directed by a national coordinating committee comprised of members representing specifically selected and involved organizations. Activities may be funded on the basis of project/activity plans submitted by the network to the national government. (JHP)

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NATIONAL DEVELOPMENT EDUCATON NETWORK

Framework plan for the period from
1 August 1986 to 1 August 1991

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1. INTRODUCTION

1.1 EPOS: first steps towards integration of development education in the curriculum.

Since 1982, the National Institute for Curriculum Development (SLO), at the request of the Minister of Education and Science, has been conducting the Development Education Project (EPOS) in conjunction with a number of other organisations (the Educational Advisory Centre in Amsterdam, the Centre for International Studies in Dutch Schools, the Peace Research Institute, the Educational Research Institute and the Peace Studies Centre). The aim of the project, which is funded from the development cooperation budget, is to help establish a permanent position for development education in the first stage of secondary education (12-16 years old) and to improve the quality of development education in schools. The project will come to an end on 1 August 1986 and, with it, the first steps will have been taken towards the integration of development education in the curriculum and the improvement of standards where it is already being taught.

1.2 Parliamentary motion requesting the continuation of development education activities

Parliament believes it to be important that continued support be given to development education in schools in such a way as to raise standards and establish the subject more firmly in the curriculum so that development issues are dealt with in a balanced and integrated manner. On 14 March 1985 the following motion concerning development education was adopted virtually unanimously by the Lower House of Parliament.

No. 75. Motion by Mrs Den Ouden-Dekker, member of the Lower House et all.
Proposed 12 March 1985

The Lower House,
Having heard the relevant deliberations ;
Considering that development issues call for a balanced and integrated approach in schools, resting on broad-based support in society at large;

Considering that the EPOS project, conducted by the National Institute for Curriculum Development, the new-style secondary teacher training colleges NLOS and the Liaison Group for European Studies in Dutch Schools (CEVNO) and other bodies, provides an appropriate basis for such an approach; being of the opinion that development education, on the basis for example of the EPOS project, should be firmly grounded in the school curriculum in a manner in accordance with the principles of good teaching, in order to promote greater awareness of development issues and to increase public support for development cooperation;

requests the Government:

a. to continue development education activities within the framework of a national network, formed by educational support structure organisations with the assistance of education organisations, in such a way as to ensure high standards and a pluralist approach;

b. on this basis to archieve greater coordination between the Ministry of Foreign Affairs and the Ministry of Educaton and Science as to the policy to be pursued on development education in primary and secondary schools;

c. to report the findings of the necessary consultations to the Lower House;

and proceeds to the business of the day.

Den Ouden-Dekkers
Aarts
Weisglas

1.3 Ministers agree and support the implementation of the motion

In April 1985, Mr van Leijenhorst, State Secretary for Education and Science, also acting on behalf of the Ministry of Foreign Affairs, invited the support structure organisations, the In-service Teacher Training Consultatieve Group (OGUNA), the Higher Vocational Education Council (HBO) and the CEVNO to send representatives to a meeting at the Ministry of Education to exchange views on ways of putting the motion into effect. The discussion took as their starting point a draft framework plan drawn up by the CEVNO, which had already been discussed with the relevant government departments and a number of educational support structure organisations. The agenda also included a memorandum from the SLO, partly based on the draft framework plan, and incorporating previous proposals made by the SLO to the government departments. However, the multi-year framework plan which was produced as a result of these talks was never authorised by Mrs Schoo, the Minister for Development Cooperation, partly because of policy discussions with the National Committee for Information on Development Cooperation (NCO).

This was followed by a new initiative by Mrs Schoo, who put forward an official proposal to the State Secretary, Mr Van Leijenhorst, "to initiate joint consultations at official level with the support structure organisations and representatives of the "private sector" in order to establish a national network based on the educational support structure with the assistance of other organisations active in this field, and designed to give development education a permanent place in the curriculum". The Minister proposed making 2 million guilders per year available out of the development cooperation budget. The State Secretary replied that he would be glad to support the motion.

1.4 Agreement by Ministers on the structure of the Network

Talks between officials of the Development Cooperation Department of the Ministry of Foreign Affairs and the Ministry of Education and Science produced agreement on the best way of setting up the Network. The Ministers and State Secretary endorsed these agreements. Preliminary discussions were held at the Ministry of Education and Science to inform the support structure organisations about the agreements; the SLO acting as secretariat at least for the first phase of the Network, was asked to draw up a multi-year framework plan for the National Development Education Network, to be inaugurated on 1 August 1986.

1.5 Nature of the present policy document

The present policy document is an elaboration of the agreements referred to above, giving a rough indication of the substantive and organisational frameworks for the Network for the period August 1986 to July 1991.

At a later date the organisations involved in the Network will draft joint project plans for development education in primary schools and the first and second stages of secondary education. These will be followed by activity plans, drawn up by each individual organisation and submitted to the two Ministries.

2. OBJECTIVES, TARGET GROUPS, FRAMEWORK

2.1 Objectives

The objective of the National Development Education Network is to help to guarantee a permanent place for development education in the school curriculum, in a manner in accordance with the principles of good teaching, in order to promote greater awareness of development issues and to increase public support for development cooperation.

2.2 Target groups

The target groups are as follows:

Primary schools and schools in the first and second stages of secondary education. The first stage refers to junior secondary vocational and general education (LBO and MAVO), the lower forms of schools for senior general secondary (HAVO) and pre-university (VWO) education, the second stage covers the upper forms of HAVO and VWO, and senior secondary vocational education (MBO).

2.3. Framework

The Network's activities will take place within the following provisional framework:

1. Development Education is intended to impart to pupils the knowledge, skills and attitudes which are required for a good understanding of and the formation of well-founded opinions about the North-South issue, i.e. the lives of people in Third World countries in comparison and relation to the lives of people in rich countries. This will involve increasing their kwowledge of the North-South issue and equally the development of the skills necessary to acquire and utilise such kwowledge, promoting their awareness of the norms and values at issue and encouraging constructive attitudes.

2. Primary school pupils will be introduced to the lives of people in Third World countries by means of a comparison between their way of life and that of the people in rich countries. The first stage of secondary education will clarify the issue by focusing on the problem of poverty, the question of development and development cooperation itself. The second stage of secondary education will go into these subjects in more depth and raise the topic of development theory.

3. Development education is not a new subject; it forms part of current

subjects, notably in the subjects of mankind and society, religious instruction, science, languages and creative subjects.

4. To improve development education and give it a firm grounding in the curriculum, coordinated activities are required in the fields of research, curriculum and examination development, development of teaching materials, information provision, initial and in-service training, counselling and curriculum evalution.

5. The EPOS project offers a curriculum-based approach to the practical integration of development education in schools for the 12 to 16 age group. The Network's activities for this stage of education will therefore be directed towards implementation, evaluation, modification and the development of supplementary materials and tests. As regards primary schools and the second stage of secondary education, activities in the first phase of the plan will be largely directed towards curriculum development, with a view to producing a provisional curriculum framework. The second phase of the plan will then concentrate primarily on the implementation, evaluation and modification of this framework. All these activities will take place in accordance with the Ministries' guidelines. Implementation planning in both phases will, however, be based on a strategy of innovation in which research, development and implementation constitute parallel and related activities.

6. Good coordination and timing of activities are essential if the Network's objectives are to be achieved in an effective and efficient manner.

7. Where relevant, links may be established with developments already under way in the fields of global education or international studies, at least to the extent that these subjects cover the North-South issue.

3. ACTIVITIES

3.1. Summary of activities

The following activities stem from the basic premisis of the Network.

1. Research

With regard to primary schools and the second stage of secondary education, the emhasis will initially be placed on research designed to assist development and implementation. The precise nature of this research is to be specified at a later date but could relate to:

a. the initial position of pupils and teachers;
b. the content and quality of existing teaching materials;
c. the place of development education in teaching, subject syllabuses and examinations;
d. methods of forming opinions and values with respect to the North-South issue.

With regard to the first stage of secondary education the emphasis will be placed on additional research to assist implementation.

2. Curriculum development

With regard to primary schools and the second stage of secondary education, this will involve:

a. proposals concerning teaching and/or examination syllabusses, designed to integrate development education into the current curriculum;
b. devising model courses to show how schools can devote attention te development education, linked to other lessons. These could be illustrated by actual teaching materials.

With regard to the first stage of secondary education the emphasis will be placed on:

a. a more detailed version of the curriculum proposal for each type of school and additional consideration of teaching and examination syllabuses;
b. development of specimen materials, for single subjects and interdisciplinary courses.

3. Tests

This will involve research into and development of cognitive and possibly affective tests and final tests to assess whether or not pupils have reached the standards set, both as part of a continious assessment process and at the conclusion of courses.

4. Teaching materials

This will involve producing:
a. additional teaching materials for use with current teaching methods;
b. textbooks and audio-visual teaching materials;
c. educational software for development education.

5. Information provision

This will involve:
a. collecting, reviewing and disseminating teaching materials and development education publications relevant to schools;
b. the creation of a development education data bank, located at the Government Computer Centre, in keeping with the policy outlined in the policy document on national information provision and computerisation;
c. international exchange of information in writing and by means of meetings;
d. external and international transfer of information through the circulation of printed material and arranging or contributing to conferences, seminars, etc.

6. Initial and in-service teacher training

This will involve:
a. integrating development education into teacher training courses;
b. evolving and conducting initial and in-service teacher training activities.

7. Counselling

This will involve:
a. arousing interest among schools and teachers and supervising their work to improve teaching on the North-South issue and give it a permanent place in

the curriculum;
b. introducing specially-developed teaching materials in schools.

8. Curriculum evaluation

This will involve:
a. studies to determine whether the Network's activities and products are having the desired effect in schools and with teachers;
b. studies to determine the impact on pupils.

3.2 Priorities

The EPOS project sets out a development education teaching programme for the first stage of secondary education, based on longitudinal planning for the 6 to 19 age group, as indicated in section 2.3.

In collaboration with schools and teacher training colleges, the project has also registered teaching materials, produced model teaching programmes and courses, devised suggestions and models for teachers in respect of the integration and improvement of development education and designed experimental in-service training courses. In other words, over the last few years, the first steps have been taken towards consolidating and improving development education in terms of curricula and teaching models for the first stage of secondary education. Henceforward, therefore, the Network can place the emphasis in this stage on the development of suitable tests and teaching materials, information provision, initial and in-service training of teachers, counselling and the evaluation and modification of the curriculum.

To date, primary schools and the second stage of secondary education have no detailed curriculum framework appropriate to the longitudinal planning outlined in section 2.3. The activities of the first phase of the project will therefore have to be directed towards the formulation of a framework of this kind. The second phase should then concentrate on implementation, evaluation, modification and further development of materials based on the curriculum framework. Research, development and implementation activities should be linked to each other from the outset and run concurrently in both phases if a sound innovation strategy is to be put into effect.

3.3 Coordinaton and scheduling

Till here the activities undertaken to achieve the Network's objectives have been kept separate. However, proper implementation depends on cooperation and coordination. To this end sector projects are to be set up (see section 4.2.) which feature a combination of research, development, dissemination and support because in this way all the operations of the support structure will be involved simultaneously. This combination should guarantee that schools receive the best possible support in their efforts to achieve the Network's objectives.

In addition to coordination good planning is important. Taking into account the points made in section 2.3 (point 5) and section 3.2, the Network's activities will take place in two phases:
1. The first phase (August 1986 to July 1989) will concentrate on introducing development education into LBO and MAVO schools and the lower

forms of HAVO and VWO schools and on curriculum development for primary schools and the second stage of secondary education.

2. The second phase, lasting from January 1989 to July 1991, will focus on implementation of the scheme in primary schools and the second stage of secondary education.

This timetable should guarantee that various activities are well coordinated and that the best possible use is made of the products of each activity and the experience acquired. The overlap period (January to July 1989) is designed to ensure a gradual shift of emphasis as the first phase is completed and activities for the second are prepared.

4. ORGANISATION

4.1 Structure and participants

In accordance with the guidelines issued by the Ministries concerned, the National Development Education Network is based on the educational support structure, in collaboration with other support organisations and teacher training colleges and with the assistance of organisations and groups which are or intend to be active in the field of development studies and endorse the Network's objectives and underlying principles.

The Network comprises organisations which work independently to give development education a permanent place in the school curriculum, but do so in cooperation with one another and in a coordinated manner.

In accordance with the guidelines the Network comprises 4 of "circles" of organisations.

Circle I comprises support structure organisations, with general or specific responsibilities in this field: the National Innovation Centres (LPCs), the School Counselling Services (SBDs), the Foundation for Research on Education (SVO), the National Institute for Educational Measurement (CITO), and the National Institute for Curriculum Development (SLO). These organisations will devote attention to development education as part of their normal work and, where necessary, will undertake or commission additional activities relating to development education.

They will conduct or supervise the activities referred to in section 3: the SVO will deal with research, the SLO with curriculum development and evaluation, the CITO will develop examinations and tests, the LPC will provide information and will be responsible for counselling and support for in-service training, and the SBDs will provide counselling for primary schools. The organisations will hold consultations and cooperate where appropriate.

Circle II comprises organisations which wish to provide specific support to schools in the field of development education, in conjunction with general support structure organsations or otherwise, and establishments providing initial and in-service training for teachers. These include: the Centre for International Studies in Dutch Schools (CEVNO), the Universities of Groningen and Nijmegen working in collaboration, and teacher training colleges of all kinds.

Establishments in this category may assist the organisations in circle I or carry out supplementary activities such as producing teaching materials in the case of organisations with a support function or, in the case of the teacher

training colleges undertake activities relating to initial and in-service training, in conjunction with or as an extension of work carried out by the Network. The support structure organisations may be of assistance here.

Cirle III comprises organisations which undertake activities relevant to the Network's objectives but receive financial assistance from the government or private groups, without reference to the Network, and are prepared to coordinate their work with that of the Network.

Organisations in this category conduct autonomous activities which could supplement those of the Network if they are related to the Network's objectives and principles.

Circle IV consists of organisations operating at local, regional or national level which work to achieve goals connected with development education on the basis of their social commitment. To this end they direct their activities also towards school and therefore intend to evolve activities within the Network which could help to achieve its objectives. This would involve project-related activities conducted by schools and other establishments the result of which could be used throughout the school system.

Organisations in this circle could carry out activities within the Network provided these are complementary to the activities undertaken by organisations in cirle I and II and take place within the context of the Network's objectives and principles.

4.2. Project organisation

In order to ensure coordination of the Network's activities they will be organised as follows:

1. Three related sector projects will be set up, one for primary schools, one for the first stage and one for the second stage of secondary education. These will feature a combination of research, development, dissemination and support.

   The primary schools project "Development education for the 4 to 1 age group" will consist of two distinct phases. The first phase (August 1986 to July 1989) will comprise activities directed towards the development of a curriculum framework. This will be coordinated by the SLO. The second phase (January 1989 to July 1991) will concentrate on dissemination and implementation and will be coordinated by the Association of Educational Innovation Centres (VSLPC). The project will be carried out in a number of selected schools. Implementations will take place in consultation or conjunction with other support structure organisations, at least one educational support organisation outside the formal support structure and primary school teacher training colleges.

   The **project "Development education for the 12 to 16 age group"**, which is aimed at the first stage of secondary education, will focus on dissemination and support. The EPOS results offer the curricular basis for this. The project, which will take place between August 1986 and July 1989, will be coordinated by the VSLPC and carried out by the

National Innovation Centres and the secondary teacher training colleges, in consultation or in conjunction with the SLO and at least one educational support organisation outside the formal support structure. The SLO will provide for any additional curriculum development which proves necessary. The **project "Development education for the 16 to 19 age group"** will be divided into two phases, like the primary schools project. The first (August 1986 to July 1989) will emphasise the development of a curriculum framework; the second (January 1989 to July 1991) will concentrate on dissemination and support.

2. In addition to the sector projects, organisations in Category IV will conduct supplementary activities for the benefit of schools which should relate to and contribute to activities conducted as part of the sector projects.
3. Organisations in Category III will be consulted with a view to harmonising their activities and products with those of the sector projects.

4.3. Coordination and secetariat

The Network's activities will be coordinated by a Coordinating Committee. In accordance with guidelines laid down by the Ministry of Education and Science for the period August 1986 to July 1989 the Committee will consist of one representative of each of the following organisations 1):

1. Each National Innovation Centre (LPC)
2. The school counselling services (SBDs)
3. The Natonal Institute for Educational Measurement (CITO)
4. The Foundation for Research on Education (SVO)
5. The National Institute for Curriculum Development (SLO)
6. The University of Groningen
7. The Catholic University of Nijmegen
8. The Centre for International Studies in Dutch Schools (CEVNO)
9. The In-service Teacher Training Consultatieve Group (OGUNA)
10. The Higher Vocational Education Council
11. The Directorate General for International Cooperation of the Ministry of Foreign Affairs
12. The Support Structure Department of the Ministry of Education and Science

    At the Ministry's request, the Committee will be chaired by a representative of the VSLPC and the SLO will provide the secretariat,

At the Ministry's request, the Committee will be chaired by a representative of the VSLPC and the SLO will provide the secretariat,
for the first phase at least 2).

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1) Changes may be made in the composition of the Committee in the light of approval of the Education Support Structure Bill and any other developments which may take place.
2) The CEVNO may be asked to assist the secretariat in certain matters.
3) If there are any links with National Committee on Development Cooperation (NCO) projects in the transition periods consultations will be conducted by the Coordinating Committee or a working party of its members.

The Committee's responsibilities will in any event include the following:

1. To promote, encourage and coordinate activities which should help to achieve the Network's objectives.
2. To discuss implementation plans and activity plans for the sector projects based on them.
3. To issue advice on implementation and activity plans for additional projects.
4. To monitor the progress of project activities and report to sector coordinators.
5. To promote links between development education activities conducted inside and outside the Network.
6. To coordinate the provision of information by the Network and to arrange for regular provision of information by and within the Network.

The Coordinating Committee may set up working parties to do preparatory work and provide assistance in implementing policy 3).

The responsibilities of the secretariat will in any event include:

1. Carrying out preparatory and support activities, or making arrangements for such activities to be conducted, for the Coordinating Committee.
2. Convening and making preparations for Committee meetings, in consultation with the Chairperson.
3. Taking the minutes and implementing or arranging for the implementation of decisions taken by the Committee.
4. Providing administrative assistance for the Coordinating Committee.

5. Providing information, on behalf of the Committee, to the Ministries and Parliament on the progress of Network activities.
6. Holding consultations with relevant organisataions.
7. Maintaining international links.

4.4 procedures

1. Activities funded as part of the Network will take place on the basis of:

a. project plans for the sector projects, which will indicate in any event: the aims of the project, the participants and the activities they are to implement, planning, arrangements for cooperation between participating organisations and coordination of their activities, estimates of costs and the allocation of these to paarticipating organisation;
b. activity plans drawn up by organisations: i.e. more detailed versions of project plans, specifying activities, products, planning and budgets for each organisation participating in the sector projects;
c. project/activity plans drawn up by individual organisations for the additional projects.

2. The VSLPC and the SLO, in their capacities as coordinators of the sector projects and chairman and secretariat of the Coordinating Committee, will draft project plans for the three sectors, based on the framework plan, about which the participants in the sector projects will then be consulted. The project plans, with or without modifications, will then be discussed by the Coordinating Committee and submitted to the Government for a decision, accompanied by a covering letter from the Committee's chairperson and secretary, giving details of the agreement of the organisations involved and stating any objections to the project plans and, where objections have been raised, the considerations underlyng the coordinator's decision to submit the plans unaltered. If necessary, the participants in the sector projects will give details of any objections to the Government in writing.

3. Each participating organsation will draft an activity plan on the basis of at least one sector project plan which has been approved. The draft will be submitted to the secretariat for discussion in the Coordinating Committee and may be modified in the light of the discussions. The activity plans, with or without modifications will then be submitted to the secretariat once again, this time to be forwarded to the Government. The chairman and secretariat of the Committee will be empowered to consult any organisation about its activity plan before submitting it to the Government if it does not fully comply with the project plan or plans concerned. They will also be entitled to notify the Government of any such consultations and the opinions expressed when forwarding the activity plan. The organisation involved will, of course, also receive a copy of such notification.

4 Project/activity plans for additional projects will be submitted to the secretariat of the Coordinating Committee by the organisations involved. Having consulted the organisation, the secretariat will then draw up a preliminary report in consultation with the chairman of the Committee to be discussed by the Committee or a working party appointed by it. Subsequently the secretariat will forward the final version of the

project/activity plan to the Government for a decision as to a subsidy, accompanied by a covering letter with details of the preliminary report and the conclusions of the Coordinating Committee or the working party.

5. The Government will base its decision on subsidies on the project and activity plans submitted and will conclude subsidy agreements with the organisations concerned. The Government may decide to channel the subsidy to an organisation via a coordinating organisation.